

Nebraska State Ward Statistical Snapshot Project

2011-2012 and 2012-2013

Nebraska Department of Education and

Nebraska Department of Health and Human Services

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## EXECUTIVE SUMMARY

The State Ward Statistical Snapshot is an on-going, collaborative research project between the Nebraska Department of Education (NDE) and the Nebraska Department of Health and Human Services (DHHS). This report contains a number of descriptive tables comprised of aggregate data for state wards who attended Nebraska accredited public schools, including special purpose schools, during the 2011-2012 and 2012-2013 school year. This is the second report of its kind. The previous State Ward Statistical Snapshot project contained data from school year 2010-2011.<sup>1</sup> For the purposes of this report, “state ward” is defined as youth with an adjudication status of juvenile misdemeanor (1); juvenile felony (2); abuse neglect (3a); status offender (3b); or mentally ill and dangerous (3c) and committed to the Department of Health and Human Services or the Office of Juvenile Services.<sup>2,3</sup>

The data contained in this report originated from the following sources: (1) the DHHS NFOCUS database, (2) the NDE Nebraska Student and Staff Record System (NSSRS), (3) the NDE Data Recognition Corporation (DRC), and (4) the NDE MIS 2000 (Migrant).

Microsoft® Fuzzy Lookup was used to match records between the NDE and DHHS data sets because a common ID number does not exist between the agencies. The NDE data set consisted of all students having a school enrollment record between the dates of July 1, 2011 to June 30, 2012 (2011-2012 School Year) and July 1, 2012 to June 30, 2013 (2012-2013 School Year) as identified in the NSSRS. The DHHS data set consisted of all school-age state wards, 4-

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<sup>1</sup> The 2010-2011 State Ward Statistical Snapshot can be found at:  
[http://dhhs.ne.gov/children\\_family\\_services/Documents/StateWardEdSnapshot.pdf](http://dhhs.ne.gov/children_family_services/Documents/StateWardEdSnapshot.pdf)

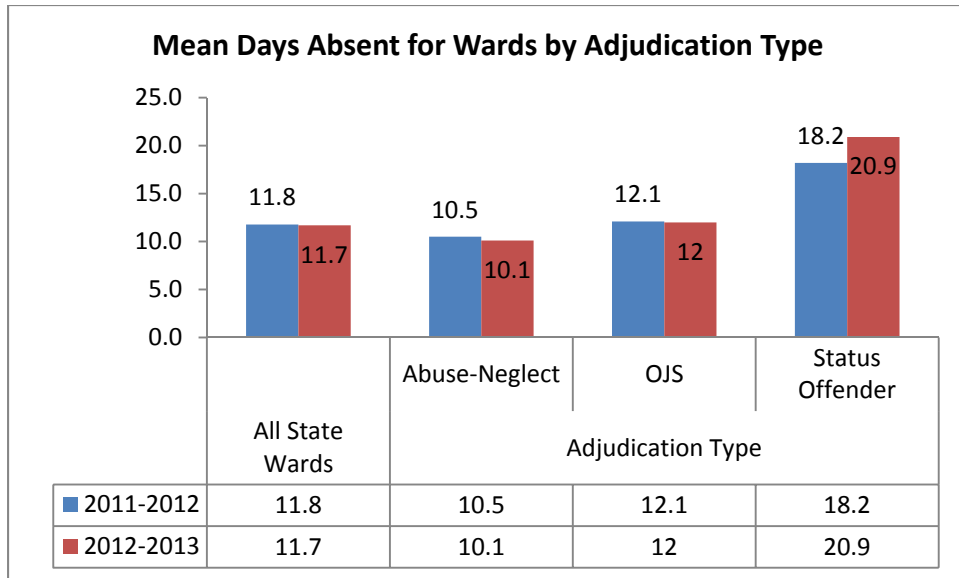
<sup>2</sup> For definitions, see Nebraska Revised Statute 43-247.

<sup>3</sup> All juvenile offenders are included in this report because school years 2011-2012 and 2012-2013 were prior to the passage of Legislative Bill 561 which shifted the supervision of all juvenile offenders to the state’s probation system.

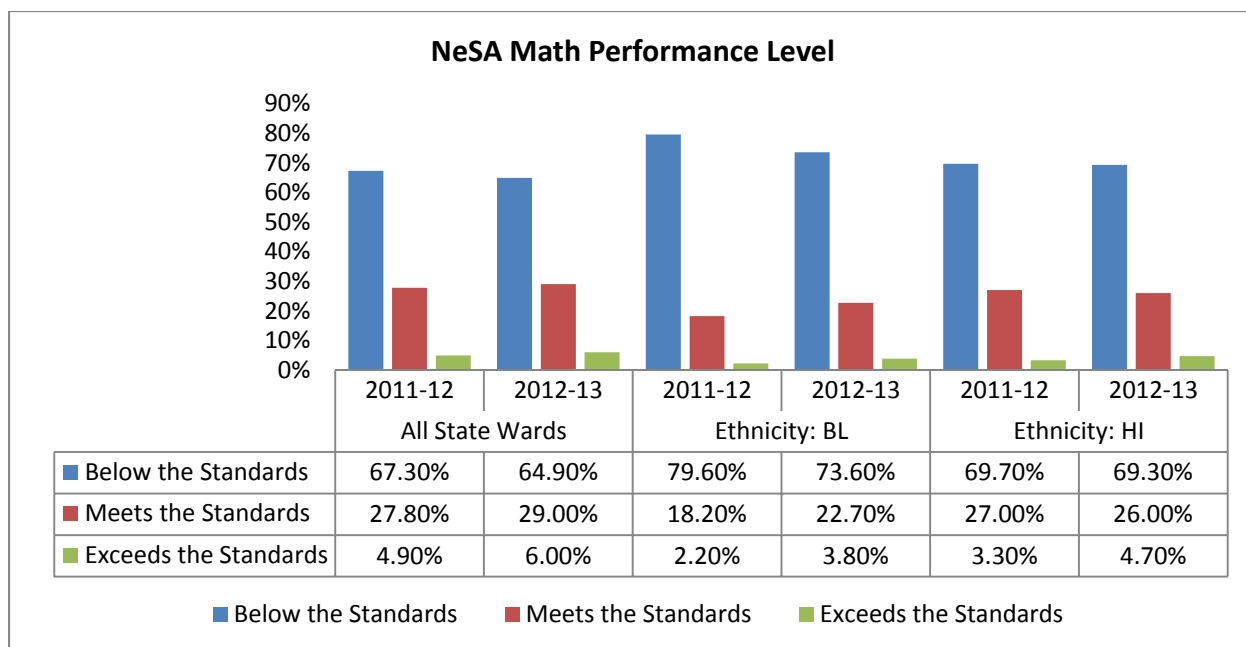
19 years of age, as identified in the NFOCUS database between the same dates. The data elements used to match records between the NDE and DHHS data sets were: first name, last name, date of birth and gender. The Microsoft Fuzzy Lookup tool returns the closest match and indicates the quality of the match. For the 2011-2012 school year, out of the 7,953 students in the DHHS data set, 6,841 students were positively matched with the NDE data set (an 86% match rate). For the 2012-2013 school year, out of the 7,546 students in the DHHS data set, 6,538 students were positively matched with the NDE data set (an 86.6% match rate). See Appendix A for the standardization process and the data elements contained in the merged data set.

#### **Data Highlights:**

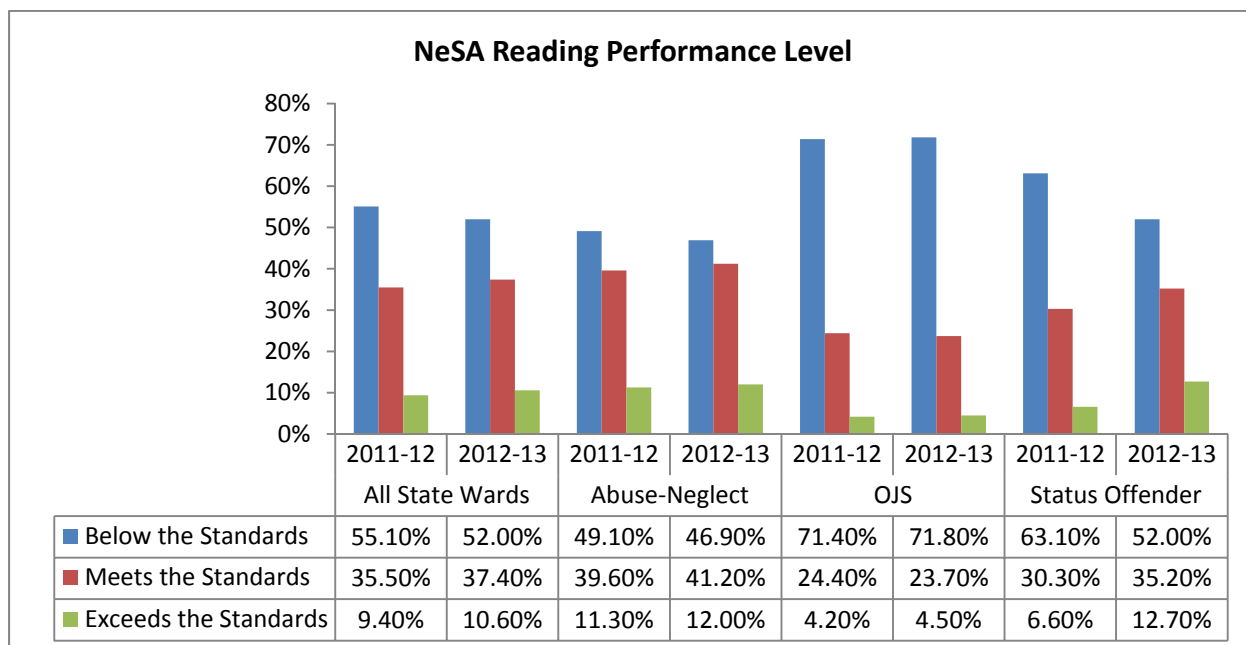
1. State wards are more likely to be a “highly mobile student.” Highly mobile is defined as any student who enrolls in two or more public schools during an academic year. In the 2012-2013 school year, 23.6% of state wards (1,546) were considered highly mobile compared to 4.1% of their non-ward peers (12,328). This is a decrease from the 2011-2012 school year where 27% of state wards were highly mobile.
2. State wards were absent from school, on average, 11.7 days in school year 2012-2013. In comparison, non-wards were absent, on average, 7.2 days. Upon further examination of the state ward population by adjudication type, the mean days absent for youth with an adjudication status of abuse-neglect and OJS dropped from 2011-2012 to 2012-2013. However, there was an increase in the average number of days absent for youth with an adjudication type of status offender. See following chart.



3. State wards are more than twice as likely to be identified as special education students (35.1%) compared to their non-ward peers (15.8%). Higher percentages of state wards are particularly evident under the Behavioral Disorder (Emotional Disturbance) disability type. 24.2% of state wards have a verified disability on an Individualized Education Plan (IEP) of Behavioral Disorder, compared to 4.2% of non-wards.
  
4. State wards consistently perform below their non-ward counterparts on the Nebraska State Accountability (NeSA) Tests. On the 2012-2013 NeSA math tests, 64.9% of state wards performed below the standards on math, compared to 30.3% of non-wards. Across school years, there has been a reduction in the percentage of state wards who were in the “Below the Standards” category which is encouraging. The same is true for black and Hispanic students, who are major subpopulations. An interesting point to note is that while blacks have shown a general rise in meeting the standards across school years, Hispanics have shown a marginal fall in the same time period. See following chart.



5. On the 2012-2013 NeSA reading tests, 52% of state wards performed below the standards on reading, compared to 22.8% of non-wards. NeSA Reading Performance levels across various adjudication types shows the OJS and Status Offender groups fare worse as compared to the abuse-neglect population.



6. In terms of high school graduation, during the 2012-2013 school year, 43.5% of 12<sup>th</sup> grade state wards (393) graduated from high school, compared to 84.1% of non-wards (19,873).

The remainder of this report contains information comparing the state ward population to the non-state ward population of Nebraska students on the following data elements:

- Not Enrolled Students
- Dropouts – Grades 7 thru 12
- Completers with Diploma by Grade Level
- NeSA Mathematics Performance Levels
- NeSA Reading Performance Levels
- NeSA Science Performance Levels
- NeSA Writing Performance Levels
- Mean Days Present and Days Absent
- Excessive Absenteeism
- Highly Mobile Students
- Special Education Students
- Verified Disability Type
- High Ability Learners
- Limited English Proficiency (LEP) Students
- Students' Migrant Status
- Homeless Students
- Career Education Students

Section 2 expands on Section 1 by disaggregating the state ward population by a number of descriptive categories—including gender, ethnicity, grade level, district type, adjudication type, judicial district, DHHS Service Area, placement type, tribal indicator, and ESU affiliation.<sup>4</sup>

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<sup>4</sup> The Family Education Rights and Privacy Act (FERPA) prohibits the disclosure of Personally Identifiable Information (PII) of students without the permission of the parent or guardian. Even in the case of aggregate data, if numbers in cells are small enough that someone could by looking at several cells determine the identity or status of a certain student, the cells counts must be masked. In the case of percent reporting, cells showing 100% must be masked if it could be determined that a student belongs to the group designated in that cell and 100% of the cell members have a certain characteristic. In that case, it would be known as to the characteristic of the person in that group or cell. Even though names and ID numbers are not included, small cell sizes are masked on publicly reported data to guard against the situation that someone might know, through familiarity with an individual, characteristics that would allow the further identification of confidential information.



## SECTION 1

The following tables compare the state ward population to the non-state ward population on a number of academic indicators. Where appropriate, notes are added below the table defining the data elements.

Table 1 shows the number and percent of the state ward and non-state ward population included in the report. In 2012-2013, of the 305,652 students attending Nebraska accredited public schools, including special purpose schools, 2.1% (6,538 students) were state wards.

Table 1. *Total Count of Ward Status*

		School Year			
		2011 - 2012		2012 - 2013	
		Count	Column N %	Count	Column N %
<b>All Students</b>		<b>304,595</b>	<b>100.0%</b>	<b>305,652</b>	<b>100.0%</b>
Ward Status	Non-Ward	297,754	97.8%	299,114	97.9%
	State Ward	6,841	2.2%	6,538	2.1%

*Note.* The "Ward" count is based upon the number of students from the DHHS NFOCUS database that were positively matched to an NDE ID.

Table 2 shows the number and percentage of state wards not enrolled by school year. "Not enrolled" is defined as a student who is not attending for disciplinary or other eligibility reasons, but is eligible to enroll at a later date. In 2012-2013, of the 6,538 state wards, 68 (or 1%) were not enrolled as of the last Friday in September (the state's official membership day).

Table 2. *Count of Not Enrolled Students*

		School Year							
		2011 - 2012				2012 - 2013			
		Not Enrolled				Not Enrolled			
		No		Yes		No		Yes	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All Students</b>		<b>303,852</b>	<b>99.8%</b>	<b>743</b>	<b>0.2%</b>	<b>305,189</b>	<b>99.8%</b>	<b>463</b>	<b>0.2%</b>
Ward Status	Non-Ward	297,152	99.8%	602	0.2%	298,719	99.9%	395	0.1%
	State Ward	6,700	97.9%	141	2.1%	6,470	99.0%	68	1.0%

Table 3 shows the number of dropouts in grades 7-12. Between 2011-2012 and 2012-2013, the percent of state wards dropping out decreased from 5.5% to 3.6%. However, in 2012-2013, of the 3,949 state wards in grades 7-12, 3.6% (149) dropped out compared to 0.9% (1,231) of non-wards. For a breakdown by grade, see Table 4.

Table 3. *Count of Dropouts – Grades 7 thru 12*

		School Year							
		2011 - 2012				2012 - 2013			
		Dropout				Dropout			
		No		Yes		No		Yes	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All Students (Grades 7-12)</b>		<b>135,114</b>	<b>98.6%</b>	<b>1,880</b>	<b>1.4%</b>	<b>136,451</b>	<b>99.0%</b>	<b>1,380</b>	<b>1.0%</b>
Ward Status	Non-Ward	130,942	98.8%	1,638	1.2%	132,502	99.1%	1,231	0.9%
	State Ward	4,172	94.5%	242	5.5%	3,949	96.4%	149	3.6%

*Note.* A Dropout is a student in grades 7 through 12, if he or she:

1. Was enrolled in school but then withdrew at some time during the school year; and
  - Was not enrolled on or before the last Friday in September of the following school year; and
  - Does not meet any of the following exclusionary conditions.
2. Was enrolled on the last day of school; and
  - Was not re-enrolled the following school year; and

- Was not enrolled on or before the last Friday in September of the subsequent school year (i.e., was not reported as a dropout of the year before); and
- Does not meet any of the following exclusionary conditions.

Exclusionary conditions:

- Graduated from high school or completed a district/system-approved educational program;
- Transferred to another public district, special purpose school, nonpublic system, exempt (home school), or district/system-approved educational program and known to be receiving education services;
- Aged out - A student over the age of twenty-one to which the district/system is no longer required to provide a free, public education.
- Death

Table 4. *Count of Dropouts by Grade Level*

			School Year							
			2011 - 2012				2012 - 2013			
			Dropout				Dropout			
			No		Yes		No		Yes	
			Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
All Students	Grade Level	7	22,173	100.0%	*	*	22,981	100.0%	*	*
		8	22,033	100.0%	10	0.0%	22,371	100.0%	10	0.0%
		9	23,049	99.2%	181	0.8%	22,839	99.8%	42	0.2%
		10	22,783	98.4%	363	1.6%	22,602	99.5%	107	0.5%
		11	22,168	98.0%	463	2.0%	22,126	99.1%	212	0.9%
		12	22,908	96.4%	858	3.6%	23,532	95.9%	1004	4.1%
Ward Status	Non-Ward	7	*	*	*	*	*	*	*	*
		8	*	*	*	*	*	*	*	*
		9	22,197	99.3%	160	0.7%	22,228	99.8%	34	0.2%
		10	21,873	98.6%	310	1.4%	21,750	99.6%	98	0.4%
		11	21,285	98.2%	397	1.8%	21,276	99.2%	173	0.8%
		12	22,203	96.7%	757	3.3%	22,718	96.1%	914	3.9%
	State Ward	7	*	*	*	*	361	99.4%	*	*
		8	452	99.8%	*	*	461	99.8%	*	*
		9	852	97.6%	21	2.4%	611	98.7%	*	*
		10	910	94.5%	53	5.5%	852	99.0%	*	*
		11	883	93.0%	66	7.0%	850	95.6%	39	4.4%
		12	705	87.5%	101	12.5%	814	90.0%	90	10.0%

Notes.

See description of “Dropout” in Table 3.

\* refers to all data points that have been masked using the rule in footnote 4 on page 8.

Table 5 shows the number of graduates receiving a diploma by grade level. In 2012-2013, of the 904 state wards in 12<sup>th</sup> grade, 43.5% graduated. In comparison, during the same time period, 84.1% of the 23,632 non-wards in 12<sup>th</sup> grade graduated.

Table 5. *Count of Completers with Diploma by Grade Level*

			School Year								
			2011 - 2012				2012 - 2013				
			Completer with Diploma				Completer with Diploma				
			No		Yes		No		Yes		
			Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	
All Students		Grade Level	9	23,228	100.0%	*	*	22,881	100.0%	*	*
			10	23,137	100.0%	*	*	22,702	100.0%	*	*
			11	22,362	98.8%	269	1.2%	22,219	99.5%	119	0.5%
			12	3,642	15.3%	20,124	84.7%	4,270	17.4%	20,266	82.6%
Ward Status	Non- Ward	Grade Level	9	*	*	*	*	*	*	*	*
			10	*	*	*	*	*	*	*	*
			11	21,436	98.9%	246	1.1%	21,338	99.5%	111	0.5%
			12	3,190	13.9%	19,770	86.1%	3,759	15.9%	19,873	84.1%
	State Ward	Grade Level	9	*	*	*	*	*	*	*	*
			10	*	*	*	*	*	*	*	*
			11	926	97.6%	23	2.4%	881	99.1%	*	*
			12	452	56.1%	354	43.9%	511	56.5%	393	43.5%

*Notes.*

A graduate is defined as a student who completed an approved program of study and met district/system requirements for a high school diploma. Excluded are grade levels that did not contain any students graduating in the 2011-2012, or 2012-2013 school year.

Asterisk (\*) refers to all data points that have been masked using the rule in footnote 4 on page 8.

The following tables (Tables 6-9) show results from the 2011-2012 and 2012-2013 Nebraska State Accountability (NeSA) Tests. State wards consistently perform below their non-ward counterparts. On the 2012-2013 NeSA tests, 64.9% of state wards performed below the standards on math; 52% performed below the standards on reading; 61.5% performed below the standards on science; and 65.3% performed below the standards on writing.

Table 6. *Count of NeSA Mathematics Performance Levels*

		School Year											
		2011 - 2012						2012 - 2013					
		NeSA Math Performance Level						NeSA Math Performance Level					
		Below the Standards		Meets the Standards		Exceeds the Standards		Below the Standards		Meets the Standards		Exceeds the Standards	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All Students</b>		<b>49,533</b>	<b>32.6%</b>	<b>70,896</b>	<b>46.6%</b>	<b>31,616</b>	<b>20.8%</b>	<b>47,684</b>	<b>30.8%</b>	<b>70,970</b>	<b>45.9%</b>	<b>35,939</b>	<b>23.2%</b>
Ward Status	Non-Ward	47,718	32.0%	70,147	47.0%	31,484	21.1%	45,969	30.3%	70,203	46.2%	35,780	23.5%
	State Ward	1,815	67.3%	749	27.8%	132	4.9%	1,715	64.9%	767	29.0%	159	6.0%

*Note.* All students in grades 3-8 and 11 are tested with the Nebraska State Accountability (NeSA) tests. NeSA-Reading was first administered in 2010, NeSA-Mathematics in 2011, and NeSA-Science in 2012 (students in grades 5,8, and 11).

Total scores and sub scores in NeSA tests are reported. Scale scores range from 0-200 on all three tests. Three levels of proficiency are determined by state cut scores and reported: “Exceeds the Standards, Meets the Standards, Below the Standards.”

The scale scores and the proficiency levels on the tests are as follows:

- Exceeds the standards: 135-200
- Meets the standards: 85-134
- Below the standards: 0-84

The percentage of overall proficiency in meeting the standards is calculated based upon the numbers of students scoring “Meets” and “Exceeds” the standards.

Table 7. *Count of NeSA Reading Performance Levels*

		School Year											
		2011 - 2012						2012 - 2013					
		NeSA Reading Performance Level						NeSA Reading Performance Level					
		Below the Standards		Meets the Standards		Exceeds the Standards		Below the Standards		Meets the Standards		Exceeds the Standards	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All Students</b>		<b>39,060</b>	<b>25.7%</b>	<b>69,434</b>	<b>45.8%</b>	<b>43,211</b>	<b>28.5%</b>	<b>35,861</b>	<b>23.3%</b>	<b>71,584</b>	<b>46.4%</b>	<b>46,777</b>	<b>30.3%</b>
Ward Status	Non-Ward	37,572	25.2%	68,474	46.0%	42,957	28.8%	34,487	22.8%	70,596	46.6%	46,496	30.7%
	State Ward	1,488	55.1%	960	35.5%	254	9.4%	1,374	52.0%	988	37.4%	281	10.6%

*Note.* See Table 6 for a description of NeSA tests

Table 8. *Count of NeSA Science Performance Levels*

		School Year											
		2011 - 2012						2012 - 2013					
		NeSA Science Performance Level						NeSA Science Performance Level					
		Below the Standards		Meets the Standards		Exceeds the Standards		Below the Standards		Meets the Standards		Exceeds the Standards	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All Students</b>		<b>21,205</b>	<b>33.0%</b>	<b>33,630</b>	<b>52.3%</b>	<b>9,406</b>	<b>14.6%</b>	<b>19,442</b>	<b>29.9%</b>	<b>33,273</b>	<b>51.2%</b>	<b>12,296</b>	<b>18.9%</b>
Ward Status	Non-Ward	20,238	32.2%	33,210	52.9%	9,344	14.9%	18,571	29.2%	32,797	51.6%	12,227	19.2%
	State Ward	967	66.7%	420	29.0%	62	4.3%	871	61.5%	476	33.6%	69	4.9%

Note. See Table 6 for a description of NeSA tests

Table 9. *Count of NeSA Writing Performance Levels*

		School Year											
		2011 - 2012						2012 - 2013					
		NeSA Writing Performance Level						NeSA Writing Performance Level					
		Below the Standards		Meets the Standards		Exceeds the Standards		Below the Standards		Meets the Standards		Exceeds the Standards	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All Students</b>		<b>16,845</b>	<b>26.6%</b>	<b>36,011</b>	<b>56.8%</b>	<b>10,575</b>	<b>16.7%</b>	<b>20,164</b>	<b>31.5%</b>	<b>29,816</b>	<b>46.6%</b>	<b>13,944</b>	<b>21.8%</b>
Ward Status	Non-Ward	16,023	25.8%	35,573	57.3%	10,491	16.9%	19,328	30.9%	29,476	47.1%	13,840	22.1%
	State Ward	822	61.2%	438	32.6%	84	6.2%	836	65.3%	340	26.6%	104	8.1%

Note. All students in grades 4, 8 and 11 are tested with the Nebraska State Accountability Writing assessment. In 2011-2012 grade 4 writing assessments were holistically scored with the assessments for grades 8 and 11 were scored analytically.

NeSA-Writing Scale-Score Ranges

	NeSA-W GRADE 4
Performance Level	Grade 4 Writing Score Range
Meets the Standards	4.00-8.00
Below the Standards	3.99 and below

The percentage of overall proficiency in meeting the standards at 4th grade is calculated based upon the numbers of students scoring "Meets the standards".

NeSA-Writing Scale-Score Ranges

	NeSA-W GRADES 8 and 11	
Performance Level	Grade 8 Writing Scale Score Range	Grade 11 Writing Scale Score Range
Exceeds the Standards	55 through 70	53 through 70
Meets the Standards	40 through 54	40 through 52
Below the Standards	39 and below	39 and below

The percentage of overall proficiency in meeting the standards at grades 8 and 11 is calculated based upon the total number of students scoring "Meets the Standards" and "Exceeds the Standards".

Table 10 shows mean days present and absent. In 2013-2013, state wards were absent, on average, 11.7 days. In comparison, non-wards were absent, on average, 7.2 days.

Table 10. *Mean Days Present and Days Absent*

			2011-2012		2012-2013	
			Days Present	Days Absent	Days Present	Days Absent
All Students	Mean		156.6	7.0	154.1	7.3
	N		299,102	299,102	300,144	300,145
	Std. Dev.		37.3	8.1	36.6	7.9
Ward Status	Non-Ward	Mean	157.7	6.9	155.0	7.2
		N	292,459	292,459	293,769	293,770
		Std. Dev.	35.6	7.8	35.2	7.6
	State Ward	Mean	107.1	11.8	109.2	11.7
		N	6,643	6,643	6,375	6,375
		Std. Dev.	63.6	15.9	62.0	15.5

*Note.* "Days Present" are reported based upon the part of the day they were present compared to the part of the day they were expected to be present. "Days Absent" are reported based upon the part of the day they were absent compared to the part of the day they were expected to be present. Days present and days absent can store up to one decimal place.

Table 11, Excessive Absenteeism, shows counts of students absent more than 5, 10, 15 and 20 days. In 2012-2013, of the 6,538 state wards enrolled in school, 18.4% (1,203) were absent more than 20 days. In comparison, only 4.5% (13,603) of non-wards were absent more than 20 days.

Table 11. *Excessive Absenteeism*

		School Year									
		2011 - 2012					2012 - 2013				
		Total Students Per Category	Count of Students Absent More Than:				Total Students per Category	Count of Students Absent More Than:			
			5 Days	10 Days	15 Days	20 Days		5 Days	10 Days	15 Days	20 Days
<b>All Students</b>		<b>304,595</b>	<b>146,600</b>	<b>63,672</b>	<b>28,448</b>	<b>14,060</b>	<b>305,652</b>	<b>155,413</b>	<b>68,068</b>	<b>30,020</b>	<b>14,806 (4.8%)</b>
Ward Status	Non - Ward	297,754	142,974	61,272	26,762	12,805	299,114	151,903	65,744	28,368	13,603 (4.5%)
	State Ward	6,841	3,626	2,400	1,686	1,255	6,538	3,510	2,324	1,652	1,203 (18.4%)

*Note.* The table above may be duplicated by the “Count of Students Absent More Than:” categories. For example, students listed in the “20 Days” column will also be listed in all previous columns. Students listed in the “15 Days” column will also be listed in all previous columns, and so forth. This is consistent with how NDE reports *Excessive Absenteeism* to fulfill the reporting requirements of R.R.S.2008 79-527 (2).

Table 12 shows the highly mobile population by ward status. A highly mobile student is defined as any student who enrolls in two or more public schools during an academic year. If a student’s initial public school enrollment for the year is after the State’s official membership day (last Friday in September), it is assumed that this enrollment represents the second public school enrollment occurrence for the school year. In 2012-2013, of the 6,538 state wards, 23.6% (1,546) were considered highly mobile. In comparison, only 4.1% of non-wards were considered highly mobile. In addition, between 2011-2012 and 2012-2013, the percent of highly mobile state wards decreased from 27% to 23.6%.



Table 12. *Count of Highly Mobile Students*

		School Year							
		2011 - 2012				2012 - 2013			
		Highly Mobile				Highly Mobile			
		No		Yes		No		Yes	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All Students</b>		<b>289,835</b>	<b>95.2%</b>	<b>14,760</b>	<b>4.8%</b>	<b>291,778</b>	<b>95.5%</b>	<b>13,874</b>	<b>4.5%</b>
Ward Status	Non-Ward	284,842	95.7%	12,912	4.3%	286,786	95.9%	12,328	4.1%
	State Ward	4,993	73.0%	1,848	27.0%	4,992	76.4%	1,546	23.6%

Table 13 shows the number of state wards with verified disabilities receiving special education and related services. In 2012-2013, of the 6,538 state wards, 35.1% (2,297) were identified as special education students. In comparison, 15.8% of non-wards were identified as special education students during the same time period. Table 14 breaks down this information by verified disability type.

Table 13. *Count of Special Education Students*

		School Year							
		2011 - 2012				2012 - 2013			
		Special Education				Special Education			
		No		Yes		No		Yes	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All Students</b>		<b>255,298</b>	<b>83.8%</b>	<b>49,297</b>	<b>16.2%</b>	<b>256,098</b>	<b>83.8%</b>	<b>49,554</b>	<b>16.2%</b>
Ward Status	Non-Ward	250,862	84.3%	46,892	15.7%	251,857	84.2%	47,257	15.8%
	State Ward	4,436	64.8%	2,405	35.2%	4,241	64.9%	2,297	35.1%

*Note.* The Special Education Snapshot template collects data on students with verified disabilities on an Individualized Education Plan (IEP).

Table 14. *Count of Verified Disability Type*

			Ward Status			
			No		Yes	
			Count	Column N %	Count	Column N %
2011 - 2012	Verified Disability	Autism	2,524	5.4%	66	2.7%
		Behavioral Disorder	1,913	4.1%	551	22.9%
		Deaf-Blindness	*	*	*	*
		Developmental Delay	1,595	3.4%	88	3.7%
		Hearing Impaired	691	1.5%	16	0.7%
		Mental Handicap	3,691	7.9%	221	9.2%
		Multiple Impairments	423	0.9%	12	0.5%
		Orthopedic Impairment	275	0.6%	*	*
		Other Health Impairment	6,286	13.4%	496	20.6%
		Specific Learning Disability	16,317	34.8%	733	30.5%
		Speech Language Impairment	12,681	27.0%	205	8.5%
		Traumatic Brain Injury	236	0.5%	*	*
		Visual Impairment	251	0.5%	*	*
		Total	46,892	100.0%	2,405	100.0%
2012 - 2013	Verified Disability	Autism	2,731	5.8%	54	2.4%
		Behavioral Disorder	1,984	4.2%	555	24.2%
		Deaf-Blindness	13	0.0%	*	*
		Developmental Delay	1,621	3.4%	91	4.0%
		Hearing Impaired	706	1.5%	17	0.7%
		Mental Handicap	3,502	7.4%	189	8.2%
		Multiple Impairments	428	0.9%	10	0.4%
		Orthopedic Impairment	283	0.6%	*	*
		Other Health Impairment	6,363	13.5%	486	21.2%
		Specific Learning Disability	16,799	35.5%	700	30.5%
		Speech Language Impairment	12,338	26.1%	177	7.7%
		Traumatic Brain Injury	243	0.5%	*	*
		Visual Impairment	246	0.5%	*	*
		Total	47,257	100.0%	2,297	100.0%

*Notes.*

The Special Education Snapshot template collects data on students with verified disabilities on an Individualized Education Plan (IEP).

Asterisk (\*) refers to all data points that have been masked using the rule in footnote 4 on page 8.

Table 15 shows the number of high ability learners. Learner with high ability means a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires accelerated or differentiated curriculum programs in order to develop those capabilities fully. In 2012-2013, of the 6,538 state wards, 3.6% (233) were considered high ability learners. In comparison, during the same time period, 14.4% (42,957) of non-wards were considered high ability learners.

Table 15. *Count of High Ability Learners*

		School Year							
		2011 - 2012				2012 - 2013			
		High Ability Learner				High Ability Learner			
		No		Yes		No		Yes	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All Students</b>		<b>263,172</b>	<b>86.4%</b>	<b>41,423</b>	<b>13.6%</b>	<b>262,462</b>	<b>85.9%</b>	<b>43,190</b>	<b>14.1%</b>
Ward Status	Non-Ward	256,562	86.2%	41,192	13.8%	256,157	85.6%	42,957	14.4%
	State Ward	6,610	96.6%	231	3.4%	6,305	96.4%	233	3.6%

Table 16 displays limited English proficiency data. In 2012-2013, of the 6,538 state wards, 2.5% had limited English proficiency as defined in the “note” below. In comparison, 5.8% (17,272) of non-wards had limited English proficiency during this same time period.

Table 16. *Count of Limited English Proficiency (LEP) Students*

		School Year							
		2011 - 2012				2012 - 2013			
		Limited English Proficiency				Limited English Proficiency			
		No		Yes		No		Yes	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All Students</b>		<b>285,432</b>	<b>93.7%</b>	<b>19,163</b>	<b>6.3%</b>	<b>288,217</b>	<b>94.3%</b>	<b>17,435</b>	<b>5.7%</b>
Ward Status	Non-Ward	278,776	93.6%	18,978	6.4%	281,842	94.2%	17,272	5.8%
	State Ward	6,656	97.3%	185	2.7%	6,375	97.5%	163	2.5%

*Note.* The term ‘limited English proficient’, when used with respect to an individual, means an individual -

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)(i) who was not born in the United States or whose native language is a language other than English;

(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual — (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3); (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

Table 17 shows the count of migrant students by ward status. In 2012-2013, 0.4% of state wards met the definition of a migratory child. In comparison, 1.2% of non-wards met the definition.

Table 17. *Count of Students' Migrant Status*

		School Year							
		2011 - 2012				2012 - 2013			
		Migrant Status				Migrant Status			
		No		Yes		No		Yes	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All Students</b>		<b>301,129</b>	<b>98.9%</b>	<b>3,466</b>	<b>1.1%</b>	<b>302,108</b>	<b>98.8%</b>	<b>3,544</b>	<b>1.2%</b>
Ward Status	Non-Ward	294,326	98.8%	3,428	1.2%	295,593	98.8%	3,521	1.2%
	State Ward	6,803	99.4%	38	0.6%	6,515	99.6%	23	0.4%

*Note.* According to sections 1115(b)(1)(A) (incorporated into the Migrant Education Program (MEP) program by virtue of sections 1304(c)(2)) and 1309(2) of the statute and section 200.81(d) and 200.103(a) of the regulations, a child is a migratory child and eligible for the MEP services if all of the following conditions are met:

- The child is not older than 21 years of age; *and*
- The child is entitled to a free public education (through grade 12) under State law or is below the age of compulsory school attendance; *and*
- The child is a migrant agricultural worker or a migrant fisher *or* the child has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; *and*
- The child moved within the preceding 36 months in order to seek or obtain work, or to accompany or join the migratory agricultural worker or migratory fisher identified in 3, above, who moved within the preceding 36 months in order to seek or obtain qualifying work; *and*
- With regard to the move identified in 4, above, the child:

Has moved from one school district to another; *or*

In a State that is comprised of a single school district, has moved from one administrative area to another within such district; *or*

Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. (This provision currently applies only to Alaska.)

Table 18 shows the count of homeless students by ward status. In 2012-2013, 6.5% of state wards were considered homeless compared to 0.9% of non-wards.

Table 18. *Count of Homeless Students*

		School Year							
		2011 - 2012				2012 - 2013			
		Homeless				Homeless			
		No		Yes		No		Yes	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All Students</b>		<b>301,739</b>	<b>99.1%</b>	<b>2,856</b>	<b>0.9%</b>	<b>302,613</b>	<b>99.0%</b>	<b>3,039</b>	<b>1.0%</b>
Ward Status	Non-Ward	295,339	99.2%	2,415	0.8%	296,498	99.1%	2,616	0.9%
	State Ward	6,400	93.6%	441	6.4%	6,115	93.5%	423	6.5%

*Note.* The term ‘homeless children and youth’ means individuals who lack a fixed, regular, and adequate nighttime residence and includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless by above conditions. The term ‘school of origin’ refers to the school the student attended when permanently housed, or the school in which they were last enrolled. The term ‘enroll’ is defined as attending classes and participating fully in school activities.

Table 19 shows the number of students in career and technical education programs. In 2012-2013, the percent of students in those programs was similar among state wards and non-wards (28.8% and 29.3%, respectively).

Table 19. *Count of Career Education Students*

		School Year							
		2011 - 2012				2012 - 2013			
		Career Education				Career Education			
		No		Yes		No		Yes	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All Students</b>		<b>214,232</b>	<b>70.3%</b>	<b>90,363</b>	<b>29.7%</b>	<b>216,156</b>	<b>70.7%</b>	<b>89,496</b>	<b>29.3%</b>
Ward Status	Non-Ward	209,409	70.3%	88,345	29.7%	211,499	70.7%	87,615	29.3%
	State Ward	4,823	70.5%	2,018	29.5%	4,657	71.2%	1,881	28.8%

*Note.* Contains both students listed as Career Education Participants and Concentrators. A Participant is a secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area. A concentrator is a secondary student who has earned three (3) or more credits in a single CTE program of study area (e.g. health sciences or business administration), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients and have exited secondary education.

## SECTION 2

Section 2 expands on Section 1 by disaggregating the state ward population by a number of descriptive categories—including gender, ethnicity, grade level, district type, adjudication type, judicial district, DHHS Service Area, placement type, tribal indicator, and ESU affiliation. The ethnicity codes are as follows:

AM – Native American
AS – Asian
BL – Black or African American
HI – Hispanic
MU – Mixed Race
PI – Pacific Islander
WH - White



Table 20. *NeSA Math Performance Levels for Wards by Descriptive Subcategories*

		School Year											
		2011 - 2012						2012 - 2013					
		NeSA Math Performance Level						NeSA Math Performance Level					
		Below the Standards		Meets the Standards		Exceeds the Standards		Below the Standards		Meets the Standards		Exceeds the Standards	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All State Wards</b>		<b>1815</b>	<b>67.3%</b>	<b>749</b>	<b>27.8%</b>	<b>132</b>	<b>4.9%</b>	<b>1715</b>	<b>64.9%</b>	<b>767</b>	<b>29.0%</b>	<b>159</b>	<b>6.0%</b>
Gender	F	802	66.6%	355	29.5%	48	4.0%	729	63.3%	356	30.9%	66	5.7%
	M	1013	67.9%	394	26.4%	84	5.6%	986	66.2%	411	27.6%	93	6.2%
Ethnicity	AM	118	79.2%	27	18.1%	4	2.7%	132	76.3%	32	18.5%	9	5.2%
	AS	12	60.0%	6	30.0%	2	10.0%	13	56.5%	10	43.5%	0	0.0%
	BL	390	79.6%	89	18.2%	11	2.2%	331	73.6%	102	22.7%	17	3.8%
	HI	341	69.7%	132	27.0%	16	3.3%	339	69.3%	127	26.0%	23	4.7%
	MU	90	67.2%	40	29.9%	4	3.0%	99	57.9%	59	34.5%	13	7.6%
	PI	7	77.8%	2	22.2%	0	0.0%	6	85.7%	1	14.3%	0	0.0%
	WH	857	61.0%	453	32.2%	95	6.8%	795	59.9%	436	32.8%	97	7.3%
Grade Level	3	165	55.2%	111	37.1%	23	7.7%	145	47.5%	131	43.0%	29	9.5%
	4	153	53.5%	112	39.2%	21	7.3%	146	52.1%	113	40.4%	21	7.5%
	5	144	50.3%	122	42.7%	20	7.0%	147	50.9%	119	41.2%	23	8.0%
	6	174	57.2%	120	39.5%	10	3.3%	177	58.4%	97	32.0%	29	9.6%
	7	221	65.0%	103	30.3%	16	4.7%	211	63.7%	104	31.4%	16	4.8%
	8	303	74.6%	87	21.4%	16	3.9%	287	70.3%	104	25.5%	17	4.2%
	9	*	*	*	*	*	*	*	*	*	*	*	*
	10	87	94.6%	4	4.3%	1	1.1%	*	*	*	*	*	*
	11	535	82.3%	90	13.8%	25	3.8%	574	82.4%	99	14.2%	24	3.4%
	12	*	*	*	*	*	*	*	*	*	*	*	*
District Type	Public	1732	66.4%	743	28.5%	132	5.1%	1655	64.2%	763	29.6%	158	6.1%
	Special Purpose	83	93.3%	6	6.7%	0	0.0%	60	92.3%	4	6.2%	1	1.5%

Notes. See Table 6. for a description of “NeSA Performance Levels.”

\* refers to all data points that have been masked using the rule in footnote 4 on page 8.

*NeSA Math Performance Levels for Wards by Descriptive Subcategories (cont.)*

		School Year											
		2011 - 2012						2012 - 2013					
		NeSA Math Performance Level						NeSA Math Performance Level					
		Below the Standards		Meets the Standards		Exceeds the Standards		Below the Standards		Meets the Standards		Exceeds the Standards	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All State Wards</b>		<b>1815</b>	<b>67.3%</b>	<b>749</b>	<b>27.8%</b>	<b>132</b>	<b>4.9%</b>	<b>1715</b>	<b>64.9%</b>	<b>767</b>	<b>29.0%</b>	<b>159</b>	<b>6.0%</b>
Adjudication Type	Abuse-Neglect	1150	61.4%	618	33.0%	106	5.7%	1132	59.4%	642	33.7%	131	6.9%
	OJS	469	85.0%	66	12.0%	17	3.1%	418	85.0%	62	12.6%	12	2.4%
	Status Offender	196	72.6%	65	24.1%	9	3.3%	165	67.6%	63	25.8%	16	6.6%
Judicial District	1	53	60.2%	35	39.8%	0	0.0%	45	54.9%	34	41.5%	3	3.7%
	10	55	61.8%	30	33.7%	4	4.5%	71	62.8%	31	27.4%	11	9.7%
	11	138	63.3%	68	31.2%	12	5.5%	101	57.1%	66	37.3%	10	5.6%
	12	55	58.5%	33	35.1%	6	6.4%	60	71.4%	20	23.8%	4	4.8%
	2	130	62.5%	64	30.8%	14	6.7%	119	58.9%	64	31.7%	19	9.4%
	3	328	63.9%	161	31.4%	24	4.7%	342	59.6%	193	33.6%	39	6.8%
	4	653	73.4%	202	22.7%	35	3.9%	596	71.3%	204	24.4%	36	4.3%
	5	86	60.1%	46	32.2%	11	7.7%	72	56.7%	44	34.6%	11	8.7%
	6	144	75.8%	35	18.4%	11	5.8%	135	78.5%	32	18.6%	5	2.9%
	7	54	62.8%	22	25.6%	10	11.6%	52	57.8%	30	33.3%	8	8.9%
	8	23	57.5%	14	35.0%	3	7.5%	15	53.6%	7	25.0%	6	21.4%
	9	96	70.1%	39	28.5%	2	1.5%	107	68.6%	42	26.9%	7	4.5%
DHHS Service Area	Central	167	66.3%	77	30.6%	8	3.2%	180	65.7%	72	26.3%	22	8.0%
	Eastern	742	71.3%	252	24.2%	47	4.5%	682	69.2%	250	25.4%	54	5.5%
	Northern	284	67.8%	103	24.6%	32	7.6%	259	66.6%	106	27.2%	24	6.2%
	OutOfState	0	0.0%	0	0.0%	0	0.0%	*	*	*	*	*	*
	Southeast	429	63.8%	216	32.1%	27	4.0%	431	59.1%	253	34.7%	45	6.2%
	Western	193	61.9%	101	32.4%	18	5.8%	161	61.7%	86	33.0%	14	5.4%
Placement Type	In Home	460	68.7%	170	25.4%	40	6.0%	475	66.2%	200	27.9%	43	6.0%
	Out of Home	1355	66.9%	579	28.6%	92	4.5%	1240	64.5%	567	29.5%	116	6.0%
Tribal Indicator	No	1751	66.8%	739	28.2%	131	5.0%	1645	64.5%	750	29.4%	156	6.1%
	Yes	64	85.3%	10	13.3%	1	1.3%	70	77.8%	17	18.9%	3	3.3%

*Notes.* See Table 6. for a description of “NeSA Performance Levels.”

\* refers to all data points that have been masked using the rule in footnote 4 on page 8.

*NeSA Math Performance Levels for Wards by Descriptive Subcategories (cont.)*

		School Year											
		2011 - 2012						2012 - 2013					
		NeSA Math Performance Level						NeSA Math Performance Level					
		Below the Standards		Meets the Standards		Exceeds the Standards		Below the Standards		Meets the Standards		Exceeds the Standards	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All State Wards</b>		<b>1815</b>	<b>67.3%</b>	<b>749</b>	<b>27.8%</b>	<b>132</b>	<b>4.9%</b>	<b>1715</b>	<b>64.9%</b>	<b>767</b>	<b>29.0%</b>	<b>159</b>	<b>6.0%</b>
ESU Affiliation	1	84	81.6%	16	15.5%	3	2.9%	97	82.2%	17	14.4%	4	3.4%
	2	57	73.1%	16	20.5%	5	6.4%	51	65.4%	25	32.1%	2	2.6%
	3	210	56.6%	130	35.0%	31	8.4%	182	53.7%	125	36.9%	32	9.4%
	4	40	64.5%	21	33.9%	1	1.6%	29	53.7%	23	42.6%	2	3.7%
	5	27	60.0%	18	40.0%	0	0.0%	24	63.2%	14	36.8%	0	0.0%
	6	75	67.0%	35	31.2%	2	1.8%	69	61.6%	36	32.1%	7	6.2%
	7	37	56.9%	24	36.9%	4	6.2%	31	53.4%	22	37.9%	5	8.6%
	8	43	56.6%	24	31.6%	9	11.8%	42	52.5%	29	36.2%	9	11.2%
	9	51	73.9%	18	26.1%	0	0.0%	53	85.5%	9	14.5%	0	0.0%
	10	182	71.9%	63	24.9%	8	3.2%	155	68.3%	61	26.9%	11	4.8%
	11	13	38.2%	19	55.9%	2	5.9%	21	55.3%	10	26.3%	7	18.4%
	13	54	59.3%	32	35.2%	5	5.5%	54	68.4%	21	26.6%	4	5.1%
	15	21	56.8%	13	35.1%	3	8.1%	14	45.2%	14	45.2%	3	9.7%
	16	73	65.8%	33	29.7%	5	4.5%	56	54.9%	39	38.2%	7	6.9%
	17	4	57.1%	2	28.6%	1	14.3%	3	100.0%	0	0.0%	0	0.0%
	18	273	63.5%	130	30.2%	27	6.3%	292	58.8%	166	33.4%	39	7.8%
	19	571	75.9%	155	20.6%	26	3.5%	542	74.8%	156	21.5%	27	3.7%

*Note.* See Table 6. for a description of “NeSA Performance Levels.”

Table 21. *NeSA Reading Performance Levels for Wards by Descriptive Subcategories*

		School Year											
		2011 - 2012						2012 - 2013					
		NeSA Reading Performance Level						NeSA Reading Performance Level					
		Below the Standards		Meets the Standards		Exceeds the Standards		Below the Standards		Meets the Standards		Exceeds the Standards	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All State Wards</b>		<b>1488</b>	<b>55.1%</b>	<b>960</b>	<b>35.5%</b>	<b>254</b>	<b>9.4%</b>	<b>1374</b>	<b>52.0%</b>	<b>988</b>	<b>37.4%</b>	<b>281</b>	<b>10.6%</b>
Gender	F	625	51.7%	460	38.1%	123	10.2%	549	47.7%	449	39.0%	152	13.2%
	M	863	57.8%	500	33.5%	131	8.8%	825	55.3%	539	36.1%	129	8.6%
Ethnicity	AM	103	69.1%	36	24.2%	10	6.7%	104	60.8%	57	33.3%	10	5.8%
	AS	10	50.0%	6	30.0%	4	20.0%	10	43.5%	12	52.2%	1	4.3%
	BL	326	66.4%	140	28.5%	25	5.1%	261	57.4%	156	34.3%	38	8.4%
	HI	285	58.3%	171	35.0%	33	6.7%	297	60.7%	164	33.5%	28	5.7%
	MU	73	53.7%	51	37.5%	12	8.8%	80	46.5%	65	37.8%	27	15.7%
	PI	4	44.4%	4	44.4%	1	11.1%	5	71.4%	1	14.3%	1	14.3%
	WH	687	48.8%	552	39.2%	169	12.0%	617	46.5%	533	40.2%	176	13.3%
Grade Level	3	137	46.0%	140	47.0%	21	7.0%	142	46.4%	141	46.1%	23	7.5%
	4	119	41.5%	128	44.6%	40	13.9%	109	38.9%	136	48.6%	35	12.5%
	5	138	47.9%	108	37.5%	42	14.6%	122	42.4%	128	44.4%	38	13.2%
	6	153	50.5%	120	39.6%	30	9.9%	134	44.1%	122	40.1%	48	15.8%
	7	166	48.4%	132	38.5%	45	13.1%	157	47.4%	126	38.1%	48	14.5%
	8	227	56.3%	146	36.2%	30	7.4%	208	51.1%	158	38.8%	41	10.1%
	9	*	*	*	*	*	*	*	*	*	*	*	*
	10	76	81.7%	12	12.9%	5	5.4%	13	86.7%	2	13.3%	0	0.0%
	11	442	67.6%	171	26.1%	41	6.3%	479	68.7%	171	24.5%	47	6.7%
	12	10	76.9%	3	23.1%	0	0.0%	5	50.0%	4	40.0%	1	10.0%
District Type	Public	1416	54.2%	943	36.1%	254	9.7%	1324	51.4%	976	37.9%	278	10.8%
	Special Purpose	72	80.9%	17	19.1%	0	0.0%	50	76.9%	12	18.5%	3	4.6%

Notes. See Table 6 for a description of “NeSA Performance Levels.”

\* refers to all data points that have been masked using the rule in footnote 4 on page 8.

*NeSA Reading Performance Levels for Wards by Descriptive Subcategories (cont.)*

		School Year											
		2011 - 2012						2012 - 2013					
		NeSA Reading Performance Level						NeSA Reading Performance Level					
		Below the Standards		Meets the Standards		Exceeds the Standards		Below the Standards		Meets the Standards		Exceeds the Standards	
		Count	Row N	Count	Row N	Count	Row N	Count	Row N	Count	Row N	Count	Row N
			%		%		%		%		%		%
<b>All State Wards</b>		<b>1488</b>	<b>55.1%</b>	<b>960</b>	<b>35.5%</b>	<b>254</b>	<b>9.4%</b>	<b>1374</b>	<b>52.0%</b>	<b>988</b>	<b>37.4%</b>	<b>281</b>	<b>10.6%</b>
Adjudication Type	Abuse-Neglect	922	49.1%	743	39.6%	213	11.3%	893	46.9%	785	41.2%	228	12.0%
	OJS	395	71.4%	135	24.4%	23	4.2%	354	71.8%	117	23.7%	22	4.5%
	Status Offender	171	63.1%	82	30.3%	18	6.6%	127	52.0%	86	35.2%	31	12.7%
Judicial District	1	52	58.4%	29	32.6%	8	9.0%	37	45.7%	32	39.5%	12	14.8%
	10	50	56.2%	30	33.7%	9	10.1%	51	46.4%	49	44.5%	10	9.1%
	11	102	46.8%	90	41.3%	26	11.9%	86	48.9%	74	42.0%	16	9.1%
	12	42	44.7%	44	46.8%	8	8.5%	42	50.6%	35	42.2%	6	7.2%
	2	104	50.0%	78	37.5%	26	12.5%	98	48.8%	77	38.3%	26	12.9%
	3	273	53.2%	196	38.2%	44	8.6%	282	49.0%	219	38.0%	75	13.0%
	4	536	59.8%	287	32.0%	74	8.2%	460	54.5%	304	36.0%	80	9.5%
	5	67	47.2%	58	40.8%	17	12.0%	62	48.4%	48	37.5%	18	14.1%
	6	119	62.6%	55	28.9%	16	8.4%	109	63.7%	54	31.6%	8	4.7%
	7	42	49.4%	34	40.0%	9	10.6%	40	44.4%	40	44.4%	10	11.1%
	8	17	42.5%	15	37.5%	8	20.0%	9	32.1%	16	57.1%	3	10.7%
	9	84	61.3%	44	32.1%	9	6.6%	98	63.2%	40	25.8%	17	11.0%
DHHS Service Area	Central	144	57.1%	84	33.3%	24	9.5%	148	54.6%	93	34.3%	30	11.1%
	Eastern	605	57.8%	349	33.3%	93	8.9%	538	54.2%	357	36.0%	98	9.9%
	Northern	228	54.7%	147	35.3%	42	10.1%	211	54.2%	142	36.5%	36	9.3%
	OutOfState	*	*	*	*	*	*	*	*	*	*	*	*
	Southeast	367	54.5%	246	36.5%	61	9.1%	348	47.7%	287	39.3%	95	13.0%
	Western	144	46.2%	134	42.9%	34	10.9%	128	49.4%	109	42.1%	22	8.5%
Placement Type	In Home	381	56.9%	226	33.7%	63	9.4%	366	51.0%	279	38.9%	73	10.2%
	Out of Home	1107	54.5%	734	36.1%	191	9.4%	1008	52.4%	709	36.8%	208	10.8%
Tribal Indicator	No	1430	54.4%	947	36.0%	251	9.6%	1314	51.5%	961	37.6%	278	10.9%
	Yes	58	78.4%	13	17.6%	3	4.1%	60	66.7%	27	30.0%	3	3.3%

Notes. See Table 6 for a description of “NeSA Performance Levels.”

\* refers to all data points that have been masked using the rule in footnote 4 on page 8.

*NeSA Reading Performance Levels for Wards by Descriptive Subcategories (cont.)*

		School Year											
		2011 - 2012						2012 - 2013					
		NeSA Reading Performance Level						NeSA Reading Performance Level					
		Below the Standards		Meets the Standards		Exceeds the Standards		Below the Standards		Meets the Standards		Exceeds the Standards	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All State Wards</b>		<b>1488</b>	<b>55.1%</b>	<b>960</b>	<b>35.5%</b>	<b>254</b>	<b>9.4%</b>	<b>1374</b>	<b>52.0%</b>	<b>988</b>	<b>37.4%</b>	<b>281</b>	<b>10.6%</b>
ESU Affiliation	1	70	69.3%	26	25.7%	5	5.0%	78	66.1%	36	30.5%	4	3.4%
	2	36	46.2%	31	39.7%	11	14.1%	40	51.9%	28	36.4%	9	11.7%
	3	161	43.2%	157	42.1%	55	14.7%	136	39.9%	151	44.3%	54	15.8%
	4	34	54.8%	23	37.1%	5	8.1%	19	35.2%	24	44.4%	11	20.4%
	5	28	62.2%	11	24.4%	6	13.3%	21	55.3%	14	36.8%	3	7.9%
	6	64	57.1%	40	35.7%	8	7.1%	51	45.5%	51	45.5%	10	8.9%
	7	31	47.7%	29	44.6%	5	7.7%	29	50.0%	20	34.5%	9	15.5%
	8	37	48.7%	32	42.1%	7	9.2%	39	48.8%	36	45.0%	5	6.2%
	9	49	71.0%	19	27.5%	1	1.4%	37	61.7%	20	33.3%	3	5.0%
	10	150	59.3%	78	30.8%	25	9.9%	134	59.6%	67	29.8%	24	10.7%
	11	12	35.3%	18	52.9%	4	11.8%	17	44.7%	16	42.1%	5	13.2%
	13	43	47.3%	41	45.1%	7	7.7%	38	48.7%	35	44.9%	5	6.4%
	15	15	40.5%	18	48.6%	4	10.8%	15	48.4%	11	35.5%	5	16.1%
	16	54	48.6%	46	41.4%	11	9.9%	50	49.5%	43	42.6%	8	7.9%
	17	3	42.9%	3	42.9%	1	14.3%	2	66.7%	1	33.3%	0	0.0%
	18	223	51.7%	160	37.1%	48	11.1%	240	48.1%	186	37.3%	73	14.6%
	19	478	63.1%	228	30.1%	51	6.7%	428	58.6%	249	34.1%	53	7.3%

*Note.* See Table 6 for a description of “NeSA Performance Levels.”

Table 22. *NeSA Science Performance Levels for Wards by Descriptive Subcategories*

		School Year											
		2011 - 2012						2012 - 2013					
		NeSA Science Performance Level						NeSA Science Performance Level					
		Below the Standards		Meets the Standards		Exceeds the Standards		Below the Standards		Meets the Standards		Exceeds the Standards	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All State Wards</b>		<b>967</b>	<b>66.7%</b>	<b>420</b>	<b>29.0%</b>	<b>62</b>	<b>4.3%</b>	<b>871</b>	<b>61.5%</b>	<b>476</b>	<b>33.6%</b>	<b>69</b>	<b>4.9%</b>
Gender	F	434	68.6%	180	28.4%	19	3.0%	369	62.0%	205	34.5%	21	3.5%
	M	533	65.3%	240	29.4%	43	5.3%	502	61.1%	271	33.0%	48	5.8%
Ethnicity	AM	54	79.4%	13	19.1%	1	1.5%	57	77.0%	12	16.2%	5	6.8%
	AS	5	45.5%	5	45.5%	1	9.1%	7	50.0%	7	50.0%	0	0.0%
	BL	216	82.8%	40	15.3%	5	1.9%	182	75.5%	49	20.3%	10	4.1%
	HI	192	74.4%	64	24.8%	2	0.8%	193	73.1%	68	25.8%	3	1.1%
	MU	50	69.4%	19	26.4%	3	4.2%	44	56.4%	29	37.2%	5	6.4%
	PI	4	80.0%	1	20.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
	WH	446	57.6%	278	35.9%	50	6.5%	386	52.0%	311	41.9%	46	6.2%
Grade Level	5	175	61.4%	88	30.9%	22	7.7%	160	55.4%	105	36.3%	24	8.3%
	7	*	*	*	*	*	*	*	*	*	*	*	*
	8	259	65.4%	121	30.6%	16	4.0%	256	62.9%	126	31.0%	25	6.1%
	9	*	*	*	*	*	*	3	75.0%	1	25.0%	0	0.0%
	10	78	83.9%	13	14.0%	2	2.2%	13	86.7%	2	13.3%	0	0.0%
	11	426	66.4%	194	30.2%	22	3.4%	434	62.8%	238	34.4%	19	2.7%
	12	9	69.2%	4	30.8%	0	0.0%	5	55.6%	4	44.4%	0	0.0%
District Type	Public	900	65.8%	406	29.7%	62	4.5%	826	61.1%	456	33.8%	69	5.1%
	Special Purpose	67	82.7%	14	17.3%	0	0.0%	45	69.2%	20	30.8%	0	0.0%

Notes. See Table 6 for a description of “NeSA Performance Levels.”

\* refers to all data points that have been masked using the rule in footnote 4 on page 8.

*NeSA Science Performance Levels for Wards by Descriptive Subcategories (cont.)*

		School Year											
		2011 - 2012						2012 - 2013					
		NeSA Science Performance Level						NeSA Science Performance Level					
		Below the Standards		Meets the Standards		Exceeds the Standards		Below the Standards		Meets the Standards		Exceeds the Standards	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All State Wards</b>		<b>967</b>	<b>66.7%</b>	<b>420</b>	<b>29.0%</b>	<b>62</b>	<b>4.3%</b>	<b>871</b>	<b>61.5%</b>	<b>476</b>	<b>33.6%</b>	<b>69</b>	<b>4.9%</b>
Adjudication Type	Abuse-Neglect	483	63.0%	244	31.8%	40	5.2%	473	59.1%	278	34.7%	50	6.2%
	OJS	354	74.2%	112	23.5%	11	2.3%	291	67.2%	132	30.5%	10	2.3%
	Status Offender	130	63.4%	64	31.2%	11	5.4%	107	58.8%	66	36.3%	9	4.9%
Judicial District	1	33	66.0%	13	26.0%	4	8.0%	21	44.7%	26	55.3%	0	0.0%
	10	29	60.4%	16	33.3%	3	6.2%	34	50.0%	33	48.5%	1	1.5%
	11	71	56.3%	50	39.7%	5	4.0%	47	48.5%	41	42.3%	9	9.3%
	12	21	52.5%	16	40.0%	3	7.5%	28	62.2%	15	33.3%	2	4.4%
	2	73	59.3%	41	33.3%	9	7.3%	58	53.7%	44	40.7%	6	5.6%
	3	204	71.1%	79	27.5%	4	1.4%	194	62.4%	94	30.2%	23	7.4%
	4	339	75.3%	98	21.8%	13	2.9%	311	69.7%	119	26.7%	16	3.6%
	5	41	53.2%	29	37.7%	7	9.1%	32	45.7%	32	45.7%	6	8.6%
	6	69	62.2%	37	33.3%	5	4.5%	53	67.9%	23	29.5%	2	2.6%
	7	26	65.0%	10	25.0%	4	10.0%	28	65.1%	14	32.6%	1	2.3%
	8	11	47.8%	8	34.8%	4	17.4%	5	41.7%	6	50.0%	1	8.3%
	9	50	67.6%	23	31.1%	1	1.4%	60	65.9%	29	31.9%	2	2.2%
DHHS Service Area	Central	87	63.5%	44	32.1%	6	4.4%	95	59.7%	60	37.7%	4	2.5%
	Eastern	391	72.1%	132	24.4%	19	3.5%	357	67.2%	152	28.6%	22	4.1%
	Northern	136	59.6%	76	33.3%	16	7.0%	113	59.2%	69	36.1%	9	4.7%
	Southeast	261	69.4%	102	27.1%	13	3.5%	231	58.8%	139	35.4%	23	5.9%
	Western	92	55.4%	66	39.8%	8	4.8%	75	52.8%	56	39.4%	11	7.7%
Placement Type	In Home	246	66.1%	110	29.6%	16	4.3%	235	63.5%	113	30.5%	22	5.9%
	Out of Home	721	66.9%	310	28.8%	46	4.3%	636	60.8%	363	34.7%	47	4.5%
Tribal Indicator	No	942	66.4%	414	29.2%	62	4.4%	850	61.2%	473	34.0%	67	4.8%
	Yes	25	80.6%	6	19.4%	0	0.0%	21	80.8%	3	11.5%	2	7.7%

*Note.* See Table 6 for a description of “NeSA Performance Levels.”



*NeSA Science Performance Levels for Wards by Descriptive Subcategories (cont.)*

		School Year											
		2011 - 2012						2012 - 2013					
		NeSA Science Performance Level						NeSA Science Performance Level					
		Below the Standards		Meets the Standards		Exceeds the Standards		Below the Standards		Meets the Standards		Exceeds the Standards	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All State Wards</b>		<b>967</b>	<b>66.7%</b>	<b>420</b>	<b>29.0%</b>	<b>62</b>	<b>4.3%</b>	<b>871</b>	<b>61.5%</b>	<b>476</b>	<b>33.6%</b>	<b>69</b>	<b>4.9%</b>
ESU Affiliation	1	36	72.0%	13	26.0%	1	2.0%	37	77.1%	9	18.8%	2	4.2%
	2	27	51.9%	18	34.6%	7	13.5%	24	54.5%	20	45.5%	0	0.0%
	3	107	51.9%	84	40.8%	15	7.3%	94	49.5%	85	44.7%	11	5.8%
	4	16	53.3%	12	40.0%	2	6.7%	8	33.3%	15	62.5%	1	4.2%
	5	15	65.2%	7	30.4%	1	4.3%	13	52.0%	12	48.0%	0	0.0%
	6	48	68.6%	19	27.1%	3	4.3%	37	50.7%	35	47.9%	1	1.4%
	7	17	51.5%	14	42.4%	2	6.1%	18	54.5%	12	36.4%	3	9.1%
	8	26	63.4%	10	24.4%	5	12.2%	23	63.9%	12	33.3%	1	2.8%
	9	30	71.4%	12	28.6%	0	0.0%	20	60.6%	13	39.4%	0	0.0%
	10	107	65.6%	50	30.7%	6	3.7%	84	63.6%	45	34.1%	3	2.3%
	11	6	33.3%	11	61.1%	1	5.6%	9	45.0%	10	50.0%	1	5.0%
	13	20	50.0%	17	42.5%	3	7.5%	24	61.5%	13	33.3%	2	5.1%
	15	11	55.0%	8	40.0%	1	5.0%	9	42.9%	10	47.6%	2	9.5%
	16	30	54.5%	23	41.8%	2	3.6%	28	48.3%	26	44.8%	4	6.9%
	17	*	*	*	*	*	*	*	*	*	*	*	*
	18	170	71.1%	64	26.8%	5	2.1%	168	62.2%	77	28.5%	25	9.3%
	19	301	82.2%	57	15.6%	8	2.2%	273	74.2%	82	22.3%	13	3.5%

*Notes.* See Table 8. for a description of “NeSA Performance Levels.”

\* refers to all data points that have been masked using the rule in footnote 4 on page 8.

Table 23. *NeSA Writing Performance Levels for Wards by Descriptive Subcategories*

		School Year											
		2011 - 2012						2012 - 2013					
		NeSA Writing Performance Level						NeSA Writing Performance Level					
		Below the Standards		Meets the Standards		Exceeds the Standards		Below the Standards		Meets the Standards		Exceeds the Standards	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All State Wards</b>		<b>822</b>	<b>61.2%</b>	<b>438</b>	<b>32.6%</b>	<b>84</b>	<b>6.2%</b>	<b>836</b>	<b>65.3%</b>	<b>340</b>	<b>26.6%</b>	<b>104</b>	<b>8.1%</b>
Gender	F	314	52.4%	232	38.7%	53	8.8%	311	55.7%	170	30.5%	77	13.8%
	M	508	68.2%	206	27.7%	31	4.2%	525	72.7%	170	23.5%	27	3.7%
Ethnicity	AM	40	63.5%	20	31.7%	3	4.8%	52	74.3%	16	22.9%	2	2.9%
	AS	4	36.4%	4	36.4%	3	27.3%	7	46.7%	7	46.7%	1	6.7%
	BL	179	73.1%	61	24.9%	5	2.0%	144	69.6%	49	23.7%	14	6.8%
	HI	148	60.9%	78	32.1%	17	7.0%	173	69.2%	64	25.6%	13	5.2%
	MU	42	62.7%	22	32.8%	3	4.5%	50	67.6%	17	23.0%	7	9.5%
	PI	1	25.0%	2	50.0%	1	25.0%	2	66.7%	1	33.3%	0	0.0%
	WH	408	57.4%	251	35.3%	52	7.3%	408	61.7%	186	28.1%	67	10.1%
Grade Level	3	*	*	*	*	*	*	*	*	*	*	*	*
	4	59	22.4%	204	77.6%	0	0.0%	143	55.6%	97	37.7%	17	6.6%
	7	0	0.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
	8	251	68.0%	88	23.8%	30	8.1%	230	63.9%	95	26.4%	35	9.7%
	9	*	*	*	*	*	*	*	*	*	*	*	*
	10	67	79.8%	14	16.7%	3	3.6%	15	83.3%	2	11.1%	1	5.6%
	11	422	70.2%	128	21.3%	51	8.5%	436	69.1%	144	22.8%	51	8.1%
	12	6	75.0%	2	25.0%	0	0.0%	6	75.0%	2	25.0%	0	0.0%
District Type	Public	771	60.0%	432	33.6%	83	6.5%	798	64.5%	337	27.2%	103	8.3%
	Special Purpose	51	87.9%	6	10.3%	1	1.7%	38	90.5%	3	7.1%	1	2.4%

Notes. See Table 9. for a description of “NeSA Writing Performance Levels.”

\* refers to all data points that have been masked using the rule in footnote 4 on page 8.

*NeSA Writing Performance Levels for Wards by Descriptive Subcategories (cont.)*

		School Year											
		2011 - 2012						2012 - 2013					
		NeSA Writing Performance Level						NeSA Writing Performance Level					
		Below the Standards		Meets the Standards		Exceeds the Standards		Below the Standards		Meets the Standards		Exceeds the Standards	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All State Wards</b>		<b>822</b>	<b>61.2%</b>	<b>438</b>	<b>32.6%</b>	<b>84</b>	<b>6.2%</b>	<b>836</b>	<b>65.3%</b>	<b>340</b>	<b>26.6%</b>	<b>104</b>	<b>8.1%</b>
Adjudication Type	Abuse-Neglect	372	50.7%	314	42.8%	48	6.5%	446	60.2%	224	30.2%	71	9.6%
	OJS	318	76.4%	78	18.8%	20	4.8%	295	79.3%	63	16.9%	14	3.8%
	Status Offender	132	68.0%	46	23.7%	16	8.2%	95	56.9%	53	31.7%	19	11.4%
Judicial District	1	27	58.7%	18	39.1%	1	2.2%	21	52.5%	13	32.5%	6	15.0%
	10	26	59.1%	15	34.1%	3	6.8%	38	64.4%	13	22.0%	8	13.6%
	11	64	56.1%	43	37.7%	7	6.1%	51	64.6%	22	27.8%	6	7.6%
	12	21	67.7%	9	29.0%	1	3.2%	24	68.6%	8	22.9%	3	8.6%
	2	52	50.5%	37	35.9%	14	13.6%	59	61.5%	27	28.1%	10	10.4%
	3	195	67.9%	76	26.5%	16	5.6%	190	62.3%	86	28.2%	29	9.5%
	4	272	61.4%	150	33.9%	21	4.7%	261	68.0%	96	25.0%	27	7.0%
	5	33	53.2%	25	40.3%	4	6.5%	39	66.1%	17	28.8%	3	5.1%
	6	57	64.0%	24	27.0%	8	9.0%	56	70.0%	21	26.2%	3	3.8%
	7	20	51.3%	16	41.0%	3	7.7%	27	62.8%	13	30.2%	3	7.0%
	8	9	42.9%	9	42.9%	3	14.3%	5	50.0%	4	40.0%	1	10.0%
	9	46	70.8%	16	24.6%	3	4.6%	65	72.2%	20	22.2%	5	5.6%
DHHS Service Area	Central	77	62.1%	39	31.5%	8	6.5%	102	69.9%	32	21.9%	12	8.2%
	Eastern	312	59.9%	176	33.8%	33	6.3%	303	66.6%	117	25.7%	35	7.7%
	Northern	110	57.9%	65	34.2%	15	7.9%	122	67.0%	51	28.0%	9	4.9%
	Southeast	238	65.4%	106	29.1%	20	5.5%	234	61.1%	110	28.7%	39	10.2%
	Western	85	58.6%	52	35.9%	8	5.5%	75	65.8%	30	26.3%	9	7.9%
Placement Type	In Home	206	57.2%	123	34.2%	31	8.6%	248	64.1%	107	27.6%	32	8.3%
	Out of Home	616	62.6%	315	32.0%	53	5.4%	588	65.8%	233	26.1%	72	8.1%
Tribal Indicator	No	805	61.1%	429	32.5%	84	6.4%	816	65.2%	332	26.5%	104	8.3%
	Yes	17	65.4%	9	34.6%	0	0.0%	20	71.4%	8	28.6%	0	0.0%

*Note.* See Table 9. for a description of “NeSA Writing Performance Levels.”

*NeSA Writing Performance Levels for Wards by Descriptive Subcategories (cont.)*

		School Year											
		2011 - 2012						2012 - 2013					
		NeSA Writing Performance Level						NeSA Writing Performance Level					
		Below the Standards		Meets the Standards		Exceeds the Standards		Below the Standards		Meets the Standards		Exceeds the Standards	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All State Wards</b>		<b>822</b>	<b>61.2%</b>	<b>438</b>	<b>32.6%</b>	<b>84</b>	<b>6.2%</b>	<b>836</b>	<b>65.3%</b>	<b>340</b>	<b>26.6%</b>	<b>104</b>	<b>8.1%</b>
ESU Affiliation	1	24	60.0%	12	30.0%	4	10.0%	37	69.8%	15	28.3%	1	1.9%
	2	27	62.8%	13	30.2%	3	7.0%	25	59.5%	14	33.3%	3	7.1%
	3	91	47.6%	78	40.8%	22	11.5%	93	55.0%	52	30.8%	24	14.2%
	4	11	35.5%	18	58.1%	2	6.5%	14	63.6%	5	22.7%	3	13.6%
	5	15	65.2%	8	34.8%	0	0.0%	11	52.4%	7	33.3%	3	14.3%
	6	32	65.3%	16	32.7%	1	2.0%	31	56.4%	16	29.1%	8	14.5%
	7	14	50.0%	11	39.3%	3	10.7%	20	58.8%	10	29.4%	4	11.8%
	8	22	52.4%	15	35.7%	5	11.9%	22	64.7%	10	29.4%	2	5.9%
	9	21	61.8%	11	32.4%	2	5.9%	24	68.6%	9	25.7%	2	5.7%
	10	103	70.5%	34	23.3%	9	6.2%	100	79.4%	20	15.9%	6	4.8%
	11	10	71.4%	4	28.6%	0	0.0%	11	73.3%	3	20.0%	1	6.7%
	13	21	70.0%	8	26.7%	1	3.3%	21	65.6%	8	25.0%	3	9.4%
	15	17	85.0%	3	15.0%	0	0.0%	10	62.5%	5	31.2%	1	6.2%
	16	22	41.5%	27	50.9%	4	7.5%	21	53.8%	15	38.5%	3	7.7%
	17	1	25.0%	3	75.0%	0	0.0%	*	*	*	*	*	*
	18	160	66.1%	67	27.7%	15	6.2%	168	63.2%	75	28.2%	23	8.6%
	19	231	65.3%	110	31.1%	13	3.7%	227	70.9%	76	23.8%	17	5.3%

*Notes.* See Table 9. for a description of “NeSA Writing Performance Levels.”

\* refers to all data points that have been masked using the rule in footnote 4 on page 8.

Table 24. *Mean Days Present and Absent for Wards by Descriptive Subcategories*

			School Year			
			2011 - 2012		2012 - 2013	
			Days Present	Days Absent	Days Present	Days Absent
<b>All State Wards</b>		<b>Mean</b>	<b>107.14</b>	<b>11.77</b>	<b>109.24</b>	<b>11.69</b>
		<b>N</b>	<b>6643</b>	<b>6643</b>	<b>6375</b>	<b>6375</b>
		<b>Std. DEV</b>	<b>63.631</b>	<b>15.862</b>	<b>61.959</b>	<b>15.453</b>
Gender	Female	Mean	113.1	12.0	113.8	11.6
		N	2855	2855	2735	2735
		Std. DEV	62.2	15.4	61.1	14.5
	Male	Mean	102.6	11.6	105.8	11.7
		N	3788	3788	3640	3640
		Std. DEV	64.4	16.2	62.4	16.1
Ethnicity	AM	Mean	102.8	13.2	99.6	12.1
		N	351	351	378	378
		Std. DEV	63.4	18.8	64.1	16.8
	AS	Mean	125.6	13.8	134.9	13.7
		N	44	44	53	53
		Std. DEV	59.6	16.8	50.9	18.8
	BL	Mean	102.3	12.0	105.8	10.6
		N	1202	1202	1136	1136
		Std. DEV	63.5	16.0	62.6	13.8
	HI	Mean	102.3	11.6	106.8	11.5
		N	1257	1257	1186	1186
		Std. DEV	64.6	15.1	63.4	14.4
	MU	Mean	108.0	12.1	105.7	12.4
		N	372	372	413	413
		Std. DEV	64.0	16.4	62.7	16.9
	PI	Mean	126.3	15.5	120.5	12.8
		N	14	14	13	13
		Std. DEV	58.8	16.9	60.3	14.4
	WH	Mean	110.7	11.5	112.5	12.0
		N	3403	3403	3196	3196
		Std. DEV	63.2	15.7	60.7	15.9
Grade Level	1	Mean	128.3	8.2	134.8	7.4
		N	379	379	393	393
		Std. DEV	59.6	13.5	52.1	7.3
	2	Mean	137.2	7.3	132.6	6.9
		N	342	342	365	365
		Std. DEV	53.0	9.1	55.8	7.1

	3	Mean	132.2	5.9	129.2	7.3
		N	308	308	325	325
		Std. DEV	58.5	8.7	57.3	12.5
	4	Mean	129.5	6.8	134.4	6.8
		N	296	296	297	297
		Std. DEV	60.1	8.3	53.7	7.3
	5	Mean	135.9	7.8	132.6	8.5
		N	304	304	297	297
		Std. DEV	53.9	10.6	55.6	9.6
	6	Mean	126.6	9.7	128.1	9.8
		N	317	317	314	314
		Std. DEV	60.7	12.7	56.7	11.8
	7	Mean	126.6	11.8	116.5	10.6
		N	362	362	357	357
		Std. DEV	57.4	13.3	61.5	12.3
	8	Mean	103.7	12.0	111.8	12.9
		N	443	443	452	452
		Std. DEV	64.2	14.5	60.3	15.2
	9	Mean	93.9	14.5	104.9	15.7
		N	846	846	601	601
		Std. DEV	62.6	18.6	60.4	19.0
	10	Mean	87.1	14.0	92.4	13.6
		N	919	919	841	841
		Std. DEV	61.9	16.6	61.7	18.3
	11	Mean	90.8	15.2	90.5	14.5
		N	914	914	860	860
		Std. DEV	62.6	19.1	60.9	17.3
	12	Mean	85.5	14.7	81.4	15.0
		N	766	766	862	862
		Std. DEV	60.5	19.6	60.1	19.7
	KG	Mean	125.3	7.7	128.2	7.7
		N	447	447	411	411
		Std. DEV	60.4	10.2	56.9	8.6
District Type	Public	Mean	111.5	12.2	112.8	12.1
		N	6220	6220	6043	6043
		Std. DEV	62.7	16.0	61.1	15.6
	Special Purpose	Mean	42.8	4.9	45.2	4.1
		N	423	423	332	332
		Std. DEV	36.0	11.0	38.3	9.5

*Note.* See Table 10. for a description of “Days Present” and “Days Absent.”

*Mean Days Present and Absent for Wards by Descriptive Subcategories (cont.)*

			School Year			
			2011 - 2012		2012 - 2013	
			Days Present	Days Absent	Days Present	Days Absent
<b>All State Wards</b>		<b>Mean</b>	<b>107.1</b>	<b>11.8</b>	<b>109.2</b>	<b>11.7</b>
		<b>N</b>	<b>6643</b>	<b>6643</b>	<b>6375</b>	<b>6375</b>
		<b>Std. DEV</b>	<b>63.6</b>	<b>15.9</b>	<b>62.0</b>	<b>15.5</b>
Adjudication Type	Abuse-Neglect	Mean	124.4	10.5	123.4	10.1
		N	4011	4011	4071	4071
		Std. DEV	59.6	14.1	58.6	12.7
	OJS	Mean	73.6	12.1	77.1	12.0
		N	1961	1961	1661	1661
		Std. DEV	58.6	17.3	59.3	17.0
	Status Offender	Mean	102.2	18.2	102.7	20.9
		N	671	671	643	643
		Std. DEV	60.8	19.3	57.5	22.4
Judicial District	1	Mean	105.3	10.4	105.5	10.7
		N	198	198	206	206
		Std. DEV	65.5	11.3	62.6	12.5
	10	Mean	108.2	9.7	100.4	8.3
		N	230	230	247	247
		Std. DEV	64.4	11.5	65.5	10.6
	11	Mean	111.9	10.6	108.6	11.9
		N	497	497	426	426
		Std. DEV	62.1	12.2	61.1	15.7
	12	Mean	110.0	10.3	102.5	9.8
		N	247	247	197	197
		Std. DEV	66.4	15.8	64.8	13.8
	2	Mean	114.5	13.5	115.1	14.2
		N	500	500	507	507
		Std. DEV	63.1	17.5	59.7	17.3
	3	Mean	111.9	16.5	116.1	16.3
		N	1369	1369	1398	1398
		Std. DEV	60.7	20.6	57.2	19.0
	4	Mean	104.5	10.9	106.8	10.0
		N	2100	2100	1959	1959
		Std. DEV	63.3	14.5	63.3	13.5
	5	Mean	113.4	8.8	109.7	8.8
		N	354	354	305	305
		Std. DEV	64.6	10.8	63.9	11.7
	6	Mean	97.5	9.5	106.2	10.0
		N	458	458	454	454
		Std. DEV	65.9	12.6	63.9	13.4
	7	Mean	113.3	7.2	118.7	8.5
		N	219	219	216	216

	8	Std. DEV	65.1	9.7	58.8	11.0
		Mean	94.0	10.4	114.3	11.0
		N	107	107	86	86
	9	Std. DEV	67.5	21.5	62.1	17.0
		Mean	92.5	9.8	97.2	9.7
		N	364	364	374	374
		Std. DEV	65.0	14.4	65.5	15.2
DHHS Service Area	Central	Mean	97.2	10.0	99.7	9.5
		N	665	665	659	659
		Std. DEV	65.1	15.1	65.5	14.4
	Eastern	Mean	105.6	11.4	107.8	10.6
		N	2471	2471	2345	2345
		Std. DEV	63.4	14.8	63.0	13.9
	Northern	Mean	106.3	8.8	110.0	9.3
		N	1031	1031	975	975
		Std. DEV	65.7	11.5	62.9	12.4
	Out of State	Mean	112.3	1.7	108.9	3.3
		N	3	3	8	8
		Std. DEV	97.3	0.3	70.8	1.4
	Southeast	Mean	111.9	15.4	115.2	15.5
		N	1729	1729	1765	1765
		Std. DEV	61.6	19.7	57.9	18.5
	Western	Mean	111.3	10.5	106.7	11.3
		N	744	744	623	623
		Std. DEV	63.5	13.5	62.3	15.1
Placement Type	In Home	Mean	120.9	17.4	122.1	17.4
		N	1620	1620	1661	1661
		Std. DEV	58.1	19.1	54.7	18.6
	Out of Home	Mean	102.7	10.0	104.7	9.7
		N	5023	5023	4714	4714
		Std. DEV	64.7	14.2	63.7	13.6
Tribal Indicator	No	Mean	107.1	11.7	109.4	11.7
		N	6472	6472	6169	6169
		Std. DEV	63.6	15.9	61.9	15.5
	Yes	Mean	108.0	12.6	105.9	10.0
		N	171	171	206	206
		Std. DEV	63.1	15.5	65.1	14.2

*Note.* See Table 10. for a description of “Days Present” and “Days Absent.”



*Mean Days Present and Absent for Wards by Descriptive Subcategories (cont.)*

			School Year			
			2011 - 2012		2012 - 2013	
			Days Present	Days Absent	Days Present	Days Absent
<b>All State Wards</b>		<b>Mean</b>	<b>107.1</b>	<b>11.8</b>	<b>109.2</b>	<b>11.7</b>
		<b>N</b>	<b>6643</b>	<b>6643</b>	<b>6375</b>	<b>6375</b>
		<b>Std. DEV</b>	<b>63.6</b>	<b>15.9</b>	<b>62.0</b>	<b>15.5</b>
<b>ESU Affiliation</b>	<b>1</b>	<b>Mean</b>	98.9	11.6	101.0	11.0
		<b>N</b>	266	266	291	291
		<b>Std. DEV</b>	65.8	15.1	64.7	14.4
	<b>2</b>	<b>Mean</b>	101.5	7.7	115.3	9.3
		<b>N</b>	197	197	196	196
		<b>Std. DEV</b>	65.8	9.3	60.9	12.0
	<b>3</b>	<b>Mean</b>	114.8	11.3	125.9	11.5
		<b>N</b>	856	856	784	784
		<b>Std. DEV</b>	64.4	15.5	57.4	14.4
	<b>4</b>	<b>Mean</b>	126.5	15.1	123.1	16.9
		<b>N</b>	138	138	120	120
		<b>Std. DEV</b>	56.7	20.5	55.2	20.3
	<b>5</b>	<b>Mean</b>	106.8	8.5	113.2	12.4
		<b>N</b>	106	106	101	101
		<b>Std. DEV</b>	64.6	10.0	60.9	14.1
	<b>6</b>	<b>Mean</b>	98.3	7.2	89.6	7.4
		<b>N</b>	311	311	299	299
		<b>Std. DEV</b>	68.2	14.3	64.6	11.5
	<b>7</b>	<b>Mean</b>	117.4	9.8	121.5	8.9
		<b>N</b>	162	162	142	142
		<b>Std. DEV</b>	61.7	11.2	60.9	12.0
	<b>8</b>	<b>Mean</b>	124.5	8.3	127.0	8.3
		<b>N</b>	192	192	190	190
		<b>Std. DEV</b>	61.4	8.9	57.1	10.7
	<b>9</b>	<b>Mean</b>	110.9	9.5	111.2	8.7
		<b>N</b>	179	179	149	149
		<b>Std. DEV</b>	62.7	11.3	62.6	11.0
	<b>10</b>	<b>Mean</b>	79.6	8.6	82.7	8.6
		<b>N</b>	744	744	687	687
		<b>Std. DEV</b>	63.1	15.0	62.9	15.2
	<b>11</b>	<b>Mean</b>	107.5	8.7	96.0	8.6
		<b>N</b>	82	82	82	82
		<b>Std. DEV</b>	67.8	9.6	63.4	10.4
	<b>13</b>	<b>Mean</b>	117.4	10.2	105.6	9.6

		<b>N</b>	235	235	192	192
		<b>Std. DEV</b>	63.1	14.9	65.7	13.8
	<b>15</b>	<b>Mean</b>	98.6	7.9	117.6	11.3
		<b>N</b>	77	77	62	62
		<b>Std. DEV</b>	69.8	11.3	58.6	12.4
	<b>16</b>	<b>Mean</b>	120.1	12.3	119.5	12.8
		<b>N</b>	264	264	224	224
		<b>Std. DEV</b>	57.1	12.3	56.3	15.3
	<b>17</b>	<b>Mean</b>	103.0	10.5	125.4	10.3
		<b>N</b>	17	17	12	12
		<b>Std. DEV</b>	74.3	13.1	65.4	7.6
	<b>18</b>	<b>Mean</b>	117.8	18.5	122.3	18.0
		<b>N</b>	1117	1117	1180	1180
		<b>Std. DEV</b>	58.3	21.0	55.2	19.5
	<b>19</b>	<b>Mean</b>	104.0	11.5	102.1	10.5
		<b>N</b>	1700	1700	1664	1664
		<b>Std. DEV</b>	62.4	14.4	62.8	13.8

*Note.* See Table 10. for a description of “Days Present” and “Days Absent.”

Table 25. *Count of Special Education Wards by Descriptive Subcategories*

		School Year							
		2011 - 2012				2012 - 2013			
		Special Education				Special Education			
		No		Yes		No		Yes	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All State Wards</b>		<b>4436</b>	<b>64.8%</b>	<b>2405</b>	<b>35.2%</b>	<b>4241</b>	<b>64.9%</b>	<b>2297</b>	<b>35.1%</b>
Gender	Female	2194	74.4%	753	25.6%	2084	74.5%	713	25.5%
	Male	2242	57.6%	1652	42.4%	2157	57.7%	1584	42.3%
Ethnicity	AM	231	64.2%	129	35.8%	258	67.5%	124	32.5%
	AS	34	73.9%	12	26.1%	37	69.8%	16	30.2%
	BL	814	64.0%	457	36.0%	773	65.6%	406	34.4%
	HI	952	73.9%	337	26.1%	872	72.2%	335	27.8%
	MU	253	66.8%	126	33.2%	284	68.1%	133	31.9%
	PI	11	78.6%	3	21.4%	10	76.9%	3	23.1%
	WH	2141	61.5%	1341	38.5%	2007	61.1%	1280	38.9%
Grade Level	1	258	67.4%	125	32.6%	285	71.4%	114	28.6%
	2	210	60.7%	136	39.3%	245	66.4%	124	33.6%
	3	214	68.8%	97	31.2%	196	59.6%	133	40.4%
	4	182	59.5%	124	40.5%	187	62.5%	112	37.5%
	5	184	60.1%	122	39.9%	172	56.0%	135	44.0%
	6	179	55.6%	143	44.4%	184	57.0%	139	43.0%
	7	197	53.2%	173	46.8%	212	58.4%	151	41.6%
	8	274	60.5%	179	39.5%	258	55.8%	204	44.2%
	9	560	64.1%	313	35.9%	384	62.0%	235	38.0%
	10	651	67.6%	312	32.4%	573	66.6%	288	33.4%
	11	643	67.8%	306	32.2%	598	67.3%	291	32.7%
	12	549	68.1%	257	31.9%	619	68.5%	285	31.5%
	KG	335	74.0%	118	26.0%	328	79.2%	86	20.8%
District Type	Public	4113	64.2%	2290	35.8%	4012	64.7%	2189	35.3%
	Special Purpose	323	73.7%	115	26.3%	229	68.0%	108	32.0%

*Note.* See Table 13. for a description of “Special Education.”

*Count of Special Education Wards by Descriptive Subcategories (cont.)*

		School Year							
		2011 - 2012				2012 - 2013			
		Special Education				Special Education			
		No		Yes		No		Yes	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All State Wards</b>		<b>4436</b>	<b>64.8%</b>	<b>2405</b>	<b>35.2%</b>	<b>4241</b>	<b>64.9%</b>	<b>2297</b>	<b>35.1%</b>
Adjudication Type	Abuse-Neglect	2678	65.5%	1411	34.5%	2745	65.8%	1425	34.2%
	OJS	1305	63.4%	753	36.6%	1065	62.3%	644	37.7%
	Status	453	65.3%	241	34.7%	431	65.4%	228	34.6%
	Offender								
Judicial District	1	119	58.6%	84	41.4%	121	58.5%	86	41.5%
	10	134	57.5%	99	42.5%	142	56.1%	111	43.9%
	11	349	69.1%	156	30.9%	294	68.4%	136	31.6%
	12	174	69.6%	76	30.4%	140	70.4%	59	29.6%
	2	325	64.5%	179	35.5%	309	59.5%	210	40.5%
	3	816	59.0%	568	41.0%	849	60.2%	561	39.8%
	4	1528	68.4%	707	31.6%	1417	69.1%	633	30.9%
	5	209	57.6%	154	42.4%	194	61.4%	122	38.6%
	6	320	68.7%	146	31.3%	315	68.3%	146	31.7%
	7	155	69.8%	67	30.2%	158	70.9%	65	29.1%
	8	67	61.5%	42	38.5%	53	58.9%	37	41.1%
	9	240	65.4%	127	34.6%	249	65.5%	131	34.5%
DHHS Service Area	Central	417	62.1%	255	37.9%	409	60.7%	265	39.3%
	Eastern	1778	68.1%	832	31.9%	1654	67.6%	791	32.4%
	Northern	684	65.1%	367	34.9%	667	66.7%	333	33.3%
	OutOfState	*	*	*	*	*	*	*	*
	Southeast	1031	58.9%	719	41.1%	1071	60.1%	711	39.9%
	Western	523	69.3%	232	30.7%	434	69.0%	195	31.0%
Placement Type	In Home	1079	65.2%	576	34.8%	1120	66.2%	573	33.8%
	Out of Home	3357	64.7%	1829	35.3%	3121	64.4%	1724	35.6%
Tribal Indicator	No	4319	64.8%	2351	35.2%	4093	64.6%	2239	35.4%
	Yes	117	68.4%	54	31.6%	148	71.8%	58	28.2%

*Notes.* See Table 13. for a description of “Special Education.”

\* refers to all data points that have been masked using the rule in footnote 4 on page 8.

*Count of Special Education Wards by Descriptive Subcategories (cont.)*

		School Year							
		2011 - 2012				2012 - 2013			
		Special Education				Special Education			
		No		Yes		No		Yes	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
<b>All State Wards</b>		<b>4436</b>	<b>64.8%</b>	<b>2405</b>	<b>35.2%</b>	<b>4241</b>	<b>64.9%</b>	<b>2297</b>	<b>35.1%</b>
ESU Affiliation	1	191	71.5%	76	28.5%	213	72.7%	80	27.3%
	2	112	55.2%	91	44.8%	117	57.9%	85	42.1%
	3	562	65.0%	303	35.0%	522	64.4%	289	35.6%
	4	78	56.5%	60	43.5%	67	54.5%	56	45.5%
	5	54	49.5%	55	50.5%	47	45.6%	56	54.4%
	6	223	67.8%	106	32.2%	216	70.6%	90	29.4%
	7	103	62.4%	62	37.6%	100	68.0%	47	32.0%
	8	132	67.0%	65	33.0%	139	69.5%	61	30.5%
	9	104	57.5%	77	42.5%	76	49.7%	77	50.3%
	10	491	65.5%	259	34.5%	445	63.8%	253	36.2%
	11	45	54.2%	38	45.8%	44	53.7%	38	46.3%
	13	176	73.6%	63	26.4%	138	70.8%	57	29.2%
	15	57	73.1%	21	26.9%	41	66.1%	21	33.9%
	16	187	69.5%	82	30.5%	156	68.4%	72	31.6%
	17	11	61.1%	7	38.9%	7	58.3%	5	41.7%
	18	683	60.7%	442	39.3%	722	60.8%	466	39.2%
	19	1227	67.2%	598	32.8%	1191	68.6%	544	31.4%

*Note.* See Table 13. for a description of “Special Education.”

## Appendix A

### Standardization Process for the NDE Data Set

The following standardization process eliminated all duplicate NDE Student ID's in the merged dataset.

1. The records were evaluated for NDE Student IDs with only attendance records and sum of days in attendance less than 260 days but more than 0.
2. If duplication existed after Step 1, the NDE Student IDs were evaluated to keep the record with the most days attended.
3. If duplication existed after Step 2, the NDE Student IDs were evaluated to keep the record with the full academic year indicator.
4. If duplication existed after Step 3, the NDE Student IDs were evaluated to keep the record with the fewer days absent.
5. If duplication existed after Step 4, the NDE Student IDs were evaluated to keep the record with FRL.

### Data Elements Contained in the Merged Data Set

Data Element Name	Data Element Description	Data Element Agency
DATAYEARS	The school year the student attended (2011-2012 and 2012-2013)	NDE
STUDENT_ID	The student's unique ID in the NSSRS database	NDE
GRADE_LEVEL	The student's grade level	NDE
GENDER_CODE	The student's gender	NDE
ETHNIC_CODE	The student's ethnicity code	NDE
ETHNIC_DESC	The student's description of ethnicity	NDE
DISTRICT_TYPE_CODE	The type of school the student attended (State Operated school or Public school)	NDE
VERIFIED_DISABILITY_CODE	The student's code of the verified disability	NDE
VERIFIED_DISABILITY_DESC	The student's description of the verified disability	NDE
SPECIAL_EDUCATION_DESC	The student is identified with an IEP or without an IEP	NDE
LEP_ELIGIBILITY_DESC	The student is identified as Limited English proficient (LEP) or not LEP	NDE
GIFTED_ELIGIBILITY_DESC	The student is participated in a High Ability Learner program or not participating in the High Ability Lerner program	NDE
MIGRANT_DESC	The student is a migrant or not a migrant based on the MIS 2000	NDE
DROPOUT_DESC	The student is a dropout or not a dropout in grades 7-12	NDE
NOT_ENROLLED_DESC	The student is enrolled as not enrolled, eligible to return or is not enrolled eligible to return	NDE

COMPLETER_DIPLOMA_DESC	The student has received a regular high school diploma	NDE
HIGHLY_MOBILE_DESC	The student who enrolls in two or more public schools during an academic year. If a student's initial public school enrollment for the year is after the State's official membership day (last Friday in September), it is assumed that this enrollment represents the second public school enrollment occurrence for the school year.	NDE
HOMELESS_DESC	The students eligible for Homeless Education services at any time during the school year	NDE
CAREER_EDUCATION_DESC	The student received or is receiving Title I Vocational/Career services at any time during this school year	NDE
NESA_READING_SCALE_SCORE	The scale score the student received for the reading test	NDE
NESA_READING_PERFORMANCE_LEVEL	The student's results from the reading scores is converted to a performance levels based on cut scores established by NDE. (1,2,3 blank) (1-Exceeds the Standards, 2-Meets the Standards, 3-Below the Standards, and blank For not tested codes of NLE, RAL, and EMW)	NDE
NESA_MATHEMATICS_SCALE_SCORE	The scale score the student received for the reading test	NDE
NESA_MATHEMATICS_PERFORMANCE_LEVEL	The student's results from the math scores is converted to a performance levels based on cut scores established by NDE. (1,2,3 blank) (1-Exceeds the Standards, 2-Meets the Standards, 3-Below the Standards, and blank For not tested codes of NLE, RAL, and EMW)	NDE
NESA_SCIENCE_SCALE_SCORE	The scale score the student received for the science test	NDE
NESA_SCIENCE_PERFORMANCE_LEVEL	The student's results from the science test is converted to a performance levels based on cut scores established by NDE. (1,2,3 blank) (1-Exceeds the Standards, 2-Meets the Standards, 3-Below the Standards, and blank For not tested codes of NLE, RAL, and EMW)	NDE
NESA_WRITING_SCALE_SCORE	The scale score the student received for the writing test	NDE
NESA_WRITING_PERFORMANCE_LEVEL	The student's results from the writing scores is converted to a performance levels based on cut scores established by NDE. (1,2,3 blank) (1-Exceeds the Standards, 2-Meets the Standards, 3-Below the Standards, and lank For not tested codes of NLE, RAL, and EMW)	NDE
STATE_WARD_FLAG	Indicates if student is a state ward	DHHS
TOTAL_DAYS	Sum of days present and days absent	NDE

DAYS_ABSENT_TOTAL	Total days the student is not in school at all districts	NDE
DAYS_PRESENT	Total days the student is in school at all districts.	NDE
ARP_ID	The state ward's unique identifier in the NFOCUS database	DHHS
SERVICE_AREA	The state ward's DHHS Service Area	DHHS
JUDICIAL_DISTRICT	The state ward's judicial district	DHHS
PLACEMENT	The state ward's type of placement (in-home or out-of-home)	DHHS
ADJUDICATION	The state ward's type of adjudication	DHHS
TRIBAL_INDICATOR	Tribal Indicator (yes or no)	DHHS
ESU_AFFILIATION	ESU affiliated with student's district of membership	NDE